

Specialty specific guidance on documents to be supplied in evidence for an application for entry onto the Specialist Register with a Certificate of Eligibility for Specialist Registration (CESR)

Paediatrics

This guidance is to help doctors who are applying for entry onto the Specialist Register with a CESR in Paediatrics. You will also need to read the [Paediatrics Curriculum documentation](#)

Can I get advice before I submit my application?

You can [contact us](#) and ask to speak to the Certification team for advice before you apply. You are strongly advised to contact the Royal College of Paediatrics and Child Health ([RCPCH](#)) for guidance **before** you submit an application or a reapplication.

Additional guidance on applications in paediatrics is on the web at <http://www.rcpch.ac.uk/Training/CESR> and the College can be contacted at cesr@rcpch.ac.uk.

What is the indicative period of training for a Certificate of Completion of Training (CCT) in Paediatrics?

The indicative period of training for a CCT in Paediatrics is eight years and it is very unlikely that you would achieve the competencies required for a CCT in a shorter period of time.

The structure of the programme has been made flexible to allow for progress through levels at different rates. In indicative timescales, the structure is two to three years of training in **Level 1** (ST1-3, basic knowledge and skills), followed by one-two in **Level 2** (ST4-5, enhance knowledge and skills and gain competencies in three particular areas – neonates, community child health and acute paediatrics) and then two-three years in **Level 3** (ST6-8, deepen and strengthen skills in general paediatrics). Therefore applicants need to demonstrate that they have achieved the competencies required for all of these stages and areas.

This list is given for example purposes only and is not exhaustive – for a complete list refer to the [Paediatrics Curriculum documentation](#).

Submitting your evidence

Do not submit original documents.

All your copies **must** be authenticated or **validated**, and **anonymised**. You can read an explanation of this in our [important notice about evidence](#).

You will also need to submit translations of any documents that are not in English. Please ensure the translations you submit meet our [translation requirements](#).

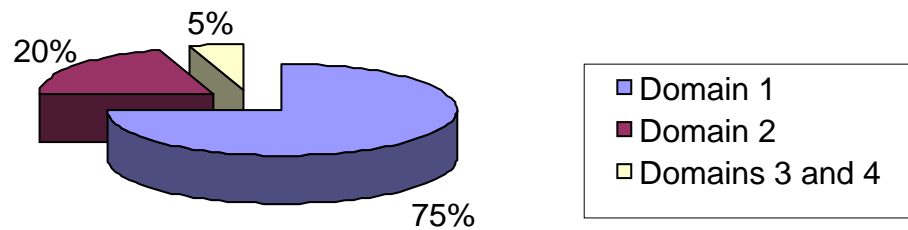
How much evidence to submit

This guidance on documents to supply is not exhaustive and you may have alternative evidence. We recognise that you may not have all the evidence listed here and you may wish to delay submitting an application until you are able to gather it.

Your evidence **must** cover the knowledge, skills and qualifications to demonstrate the required competencies in all areas of the [Paediatrics Curriculum documentation](#). If evidence is missing from one area of the curriculum for example, then the application may fail.

If you have a piece of evidence that is relevant to more than one domain, do not include multiple copies in your bundle. Instead, include one copy and list it in your evidence list under each relevant area, stating that the document is located elsewhere. (For example you might state: "document included in teaching and training section".)

Evidence breakdown



Your application should fit inside a foolscap box file (24cmx34cmx7cm). If it does not, it is likely that you have included documentation not relevant to your application. Please do not send your application inside a box, this is just to give an indication of the size.

Types of evidence are divided into four different domains. We recommend that you apportion the evidence you provide with your application as shown in the pie chart.

Domain 1: 75%

Domain 2: 20%

Domains 3 and 4: 5%

It is important to note that you will not be able to compensate for shortfalls in your evidence of training and experience in a particular area of the curriculum by providing extra evidence in other areas.

Unsuccessful applications or poor evidence

It is our experience that applications from doctors in the specialty of Paediatrics are often submitted with inadequate or poor evidence in the following areas:

- applicants do not provide evidence to cover the full breadth of the CCT curriculum. If you have not covered a specific area of the curriculum it is advisable to postpone an application until you have been able to gain this experience. Applicants **must** ensure they can provide primary evidence of their competencies in acute general, community paediatrics, neonates and child protection training and experience

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- applicants provide poor evidence in the area of audit. You should provide evidence of various audits/service improvement/risk management projects you have written, not just email correspondence or statistics. The actual verified audits themselves are required as evidence
- training, assessing. These areas may not form part of your role, however, it is essential that evidence is supplied that confirms that you have the skills even if you have not had the opportunity to put them into practice. This may be best demonstrated by attendance at a course and the training or supervision of more junior colleagues. You **must** also provide evidence of your competence in teaching in the form of presentations or powerpoint slides in addition to evidence of feedback from students on your teaching ability and evidence of feedback you have given to students. The latter could take the form of appraisals, multisource feedback, reference letters and constructive advice that you have provided to students, junior doctors and colleagues
- management. It is recognised that you may not have experience of managing a department, however alternative forms of management could be demonstrated i.e. rota management, meeting/event management, budget management, leading ward rounds, leading audits and service improvement projects, leading on educational or research related activities.

We strongly recommend that you closely match your experiences against the current curriculum and provide evidence of equivalence across all areas. We also strongly recommended that all your referees should be fully conversant with the current curriculum and able to provide detailed support for your competence across all or most areas.

Domain 1 - Knowledge, skills and performance

Qualifications

Primary medical qualification (PMQ)	<p>If you hold full registration with us, you do not need to submit your PMQ as we saw it when we assessed your application for registration.</p> <p>If you do not hold registration, please provide an authenticated copy of your PMQ.</p>
Specialist medical qualification(s)	<p>Please provide an authenticated copy of any specialist medical qualifications you hold.</p> <p>For College examinations the College may confirm details of any examinations you have undertaken.</p> <p>Applicants must demonstrate an appropriate test of knowledge to that required for the CCT which is the Specialty Certificate Examination in Paediatrics.</p> <p>The College has curricula and syllabi for the following:</p> <ul style="list-style-type: none">• A Competency Based Curriculum for Specialty Training in Paediatrics. <p>If your Specialist qualification is covered by this document then curricula/syllabi do not need to be submitted with your application.</p> <p>There are no qualifications from outside Europe that enable automatic entry to the Specialist Register in any specialty. An evaluation is made based on an applicants whole career and therefore two applicants with the same qualifications but different training and/or experience may not receive the same decision.</p> <p>Please list unsuccessful attempts at examinations (where you have not subsequently been successful) in the application form.</p>

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Curriculum or syllabus (if undertaken outside the UK)	<p>Please provide a validated copy of your curriculum or syllabus.</p> <p>This should include the requirements of the qualification and must relate to the specialty in which you are applying. The curriculum or syllabus (including assessment methods) must be the one that was in place when you undertook your training.</p> <p>If a formal curriculum or syllabus (including assessment methods) is not available please provide a letter from the awarding body outlining the content of the training programme or examination.</p> <p>For qualifications, we will look to evaluate:</p> <ul style="list-style-type: none"> • where the curriculum covers areas of the CCT curriculum • the complexity of the work undertaken • how examinations are evaluated or quality assured (external assessment).
Specialist registration outside the UK	<p>Please provide a validated copy of details of the registration requirements of that authority.</p> <p>This will demonstrate what is expected of a registrant by that authority and how your application for registration was evaluated.</p>
Honours and prizes	<p>Please provide copies of certificates or letters showing what the prize or honour was for, including the selection and eligibility criteria and pool of eligible individuals.</p> <p>Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.</p>
Other relevant qualifications and certificates	<p>Current, valid APLS certification or equivalent evidence of advanced paediatric and neonatal life support skills.</p> <p>Other postgraduate qualifications - e.g. communication skills, "Training the Trainer", research methodology – are desirable but not essential.</p> <p>Applicants may also include degrees or diplomas in relevant areas such as management, business, IT, communication, education or law.</p> <p>Please provide copies of certificates.</p>

Assessments and appraisals

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Appraisals and assessments	<p>Please provide validated copies of the evidence required in this area.</p> <p>There are many different forms of assessment which form part of the Paediatrics CCT curriculum, for details please refer to the Assessment methods. Many of these tools are available for those not in training to use.</p> <p>For non training posts you should provide evidence of ongoing evaluation of your performance.</p> <p>This may take the format of formal appraisals by the department head or line manager (clinical director, medical director, professor).</p> <p>In the UK, a revalidation or appraisal portfolio would be appropriate (if it is completed retrospectively less weight will be given to the information provided).</p> <p>Alternative evidence may include letters (written at the time) commenting on your performance. In addition where no formal appraisal or assessment forms are available you must provide validated information on the method of career review or progression There are many different forms of assessment which form part of the various CCT curricula. Many of these tools are available for those not in training to use.</p>
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RITAs, ARCPs and training assessments

The following is the current requirement for specialty trainees and although they are not compulsory as part of an application for CESR, their provision will strengthen an application. If they are not provided similar assessments to the following should be supplied:-

- Mini Clinical Evaluation Exercises (Mini-CEX) of index cases focus on core clinical skills and are designed as a 15-20 minute snapshot of a trainee's interaction with a patient. A minimum of 6 Mini CEX are required per year to give adequate evaluation of clinical skills
- Direct Observation of Procedural Skills (DOPS), are designed to assess procedural skills. A minimum of 6 per year are required to give adequate evaluation of practical skills
- Case based discussion (CBD), gives feedback from a supervisor on a recently seen case. A minimum of 6 per year are desirable.
- Multisource Feedback (ePaedMSF) is a short structured feedback form requested from at least 15 raters (multi-professional) which gives feedback covering the domains of Good Medical Practice.

Applicants unable to produce the above evidence should submit annual trainer's reports, annual appraisals of skills and performance, multisource feedback from a range of colleagues and workplace-based assessments of procedures, clinical evaluation and management of cases and decision-making.

Formal records of assessment have been in place in the UK since 1996 (for posts of Registrar, Specialist Registrar, and Specialty Registrar). If you have undertaken training in the UK in these grades you should provide a **validated copy** of your formal records. In addition if you held any of these approved training posts (except locum posts), please provide evidence of your training number.

If you have undertaken training outside the UK you **must** provide evidence of formal periodic assessment during your training. This evidence **must** have been completed at the time the training was undertaken (if it is completed retrospectively less weight will be given to the information provided). If you do not supply formal assessment documents, you **must** provide the curriculum to demonstrate how you were assessed. A detailed letter of verification from an educational supervisor would satisfy this requirement.

If that training was recognised by relevant authorities outside the UK please provide evidence and recognition standards.

If areas for development were highlighted please provide evidence to demonstrate that you have subsequently addressed them There are many different forms of assessment which form part of the CCT curriculum. Many of these tools are available for those not in training to use.

360° and multi-source feedback	<p>You must show evidence of evidence of multi-source feedback, e.g. ePaedMSF, eSPRATs, see http://www.rcpch.ac.uk/Training/Assessment-StR/ePaedMSF.</p> <p>You may wish to supply evidence of feedback from colleagues of all levels (peers, nursing, auxiliary staff, patients, management) completed at the time and may be in the format of letters, references for posts applied for etc.</p>
Awards and discretionary points letters	<p>You must provide copies of certificates and letters.</p>
Personal development plans (PDP)	<p>For details of what to include please see NHS clinical governance support information.</p> <p>You must also provide evidence of review of your PDP at appraisal. PDPs normally form part of your annual appraisal system and you should submit them with appraisal documentation.</p>
Participation in assessment, appraisal and appointments process	<p>You could demonstrate this in a number of ways including:</p> <ul style="list-style-type: none"> • invitations to appraisals or assessments • minutes or other records of attendance. <p>These could provide evidence of:</p> <ul style="list-style-type: none"> • attendance at appraisal or assessment courses • participation in Deanery ARCP and RITA processes • participation in the appointments process for medical colleagues • involvement in interview panels and interview appointment related courses • involvement in postgraduate examinations and assessment • involvement in workplace based assessments (as assessor). <p>All of the above must be anonymised (with respect to individual appraisee information).</p>

Logbooks, records of daily clinical practice and portfolios

The evidence you supply here **must** demonstrate that you have achieved **all** the requirements and competencies as set down in the CCT curriculum for your specialty.

Where you have, for a substantial period of time, worked in a specialised area, you should submit evidence that at one stage in your career you achieved the requirements and competencies of the curriculum for your specialty and that have maintained these skills. You will also need to provide evidence that your current specialised practice allows you to meet all of the requirements of [Good Medical Practice](#).

Logbooks	<p>Logbooks of procedures are not required. The College needs to see a range of evidence of satisfactory career progression and development over time (e.g. annual appraisals, trainers' reports, end of year reports) in a portfolio, such as but not limited to the RCPCH's e-Portfolio. See http://www.rcpch.ac.uk/Training/E-portfolio for what we expect to see in a portfolio.</p> <p>The portfolio should contain evidence such as:</p> <ul style="list-style-type: none">• trainers' reports,• directly observed procedures• annual appraisals• notes on complex cases• recommendations• medical reports• details about training curriculum (if qualification not on GMC website). <p>It is important that these cover the full range of the curriculum demonstrating the breadth and depth of the specialty. This may mean that you have to go back further than 5 years.</p> <p>All evidence in this area must be validated and anonymised for individual patient data.</p>
Consolidation, cumulative data sheets, summary lists and annual caseload statistics	<p>You should provide a summary of the total numbers for the various procedures listed in the logbook. This should be completed annually and include your role in the procedure.</p> <p>It is important that the logbooks cover the full range of the curriculum demonstrating the breadth and depth of the specialty. This may mean that you have to go back further than five years.</p> <p>All evidence in this area must be validated and anonymised for individual patient data.</p>

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Medical reports	<p>You should provide examples across the breadth of your practice following the Academy of Medical Royal Colleges and NHS agreed format:</p> <ul style="list-style-type: none">• A Clinician's Guide to Record Standards - Part 1• A Clinician's Guide to Record Standards - Part 2 <p>You can use these to demonstrate:</p> <ul style="list-style-type: none">• your involvement or role in cases• the types and complexity of cases you are involved in• your handling of patient paperwork• your respect and protection of confidential information• triangulation with logbook information. <p>All evidence in this area must be validated and anonymised for individual patient data.</p>
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Case histories

Case histories that you provide should include:

- patient ID number
- dates
- diagnosis
- nature of your involvement in the management of the case
- which curriculum competencies were involved.

You can use these to demonstrate:

- your involvement or role in cases
- the types and complexity of cases you are involved in
- your handling of patient paperwork
- your respect and protection of confidential information
- triangulation with logbook information.

All evidence in this area **must** be **validated** and **anonymised** for individual patient data.

<p>Referral letters discussing patient handling</p>	<p>Please provide examples of letters to patients and colleagues showing your case mix and range of patients seen, highlighting the complexity and range over the whole paediatric practice. Include letters and reports written for non-medical and allied health professionals. This may include examples of letters:</p> <ul style="list-style-type: none"> • requesting a second opinion • advising clinical colleagues or answering particular questions regarding patient management • from clinical colleagues regarding applicants involvement in patient management. <p>You can use these to demonstrate:</p> <ul style="list-style-type: none"> • your involvement or role in cases • the types and complexity of cases you are involved in • your relationship with your colleagues in other disciplines • your handling of patient paperwork • your recognition of the limits of your professional competence • your respect and protection of confidential information. <p>All evidence in this area must be validated and anonymised for individual patient data.</p>
<p>Patient lists</p>	<p>You may wish to include copies of patient lists. You can use these to demonstrate:</p> <ul style="list-style-type: none"> • your involvement or role in cases • the types and complexity of cases you are involved in • your participation in teaching and training (where you are supervising a junior colleague) • the volume of cases you undertake • triangulation with rota, timetable and job plan information • triangulation with logbook information. <p>All evidence in this area must be validated and anonymised for individual patient data.</p>

<p>Departmental (or trust) workload statistics and annual caseload statistics</p>	<p>You can use these to demonstrate:</p> <ul style="list-style-type: none"> • the size of the hospital in which you work • the volume of work undertaken within your trust and the percentage that you undertake • the range of work that you undertake and that is undertaken within your trust • triangulation with logbook information <p>All evidence in this area must be validated.</p>
<p>Rotas, timetables and job plans</p>	<p>Where you have undertaken a number of roles provide details for each post or role. You can use these documents to demonstrate:</p> <ul style="list-style-type: none"> • details of clinical and non-clinical duties you undertake • your on-call commitment • your participation in meetings and teaching • triangulation with logbook information. <p>All evidence in this area must be validated.</p>
<p>Courses relevant to curriculum</p>	<p>Up-to-date Child Protection and Safeguarding Children training, such as CPD courses on child protection within the last three-five years, primary evidence of experience, e.g. child protection reports, case-based discussions, evidence within caseload, e.g. outpatient letters, referrals and reports. For examples of courses, see: http://www.rcpch.ac.uk/Policy/Child-Protection/Child-Protection-Training</p> <p>Where courses have not been undertaken evidence of equivalent knowledge, or skills must be provided.</p>
<p>Portfolios (electronic or revalidation)</p>	<p>Do not submit your whole portfolio. You need to separate the evidence in it and submit that under the correct headings as set out in this guidance.</p>

Details of posts and duties (including both training and experience posts)

Employment letters and contracts of employment	<p>The information in these letters and contracts must match your CV. They will confirm the following:</p> <ul style="list-style-type: none">• dates you were in post• post title, grade, training• type of employment: permanent, fixed term, or part time (including percentage of whole time equivalent) <p>All evidence in this area must be validated.</p>
Job descriptions	<p>These must match the information in your CV. They will confirm the following:</p> <ul style="list-style-type: none">• your position within the structure of your department• your post title• your clinical and non clinical commitment• your involvement in teaching or training. <p>All evidence in this area must be validated.</p>

Job plans

Where you have undertaken a number of roles, provide details for each post or role. You can use these documents to demonstrate:

- the main duties and responsibilities of the post
- your out of hours responsibilities, including rota commitments
- that you have covered for colleagues' periods of leave
- any professional supervision and management of junior medical staff that you have undertaken
- your responsibilities for carrying out teaching, examination and accreditation duties
- your contribution to postgraduate and continuing medical education activity, locally and nationally
- any responsibilities you had that relate to a special interest
- requirements to participate in medical audit and in continuing medical education
- your involvement in research
- your managerial, including budgetary, responsibilities where appropriate
- your participation in administration and management duties.

All evidence in this area **must** be **validated**.

Research, publications and presentations

Research papers, grants, patent designs

Please include any research relevant to your current practice.

If the research is published - please submit the first page of the published paper.

If the research is not published - please provide a summary or abstract of the research.

Colleges may undertake web searches to check the information you provide.

You can use these documents to demonstrate:

- the types and complexity of cases you are involved in
- triangulation with logbook information
- working with colleagues (where research is joint or multi disciplinary)
- Continuing Professional Development (CPD).

Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.

All evidence in this area **must be validated**.

<p>Publications within specialty field</p>	<p>Include a copy of the front page of each publication.</p> <p>More weight is given where:</p> <ul style="list-style-type: none"> • the applicant is first author • the publication has a high impact factor. <p>You must not change the listing of the authors (the order in which the authors are listed) in papers where there is more than one author.</p> <p>Colleges may undertake web searches to check the information you provide.</p> <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none"> • the types and complexity of cases you are involved in • triangulation with logbook information • working with colleagues (where publications are joint or multi disciplinary) • CPD. <p>Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge:</p>
<p>Presentations, poster presentations</p>	<p>You may wish to supply invitations to present at national or international meetings to demonstrate your recognition within your specialty. You may also supply feedback from presentations or meeting agendas or programmes that show your participation.</p> <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none"> • the types and complexity of cases you are involved in • triangulation with logbook information • CPD • teaching and training. <p>Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.</p> <p>All evidence in this area must be validated by the hospital or relevant body who can attest to the event.</p>

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CPD and CME

CPD record certificates, certificates of attendance, workshops and at local, national and international meetings or conferences	<p>You should provide a variety of these to cover all aspects of your work and to demonstrate the breadth of your practice. Where you have specialised the provision of CPD records covering the other aspects of the relevant curriculum is important to demonstrate the maintenance of your skills.</p> <p>Please provide details of the events you have attended describing the content. Support this with documentary evidence of your attendance (CPD certificates etc).</p> <p>See RCPCH guidelines at www.rcpch.ac.uk.</p>
CPD registration points from UK Medical Royal College (or equivalent body overseas)	<p>Please provide evidence of registration within a formal system. Colleges/Faculties may confirm attainment of College requirements if the applicant is based in the UK and signed up to the RCPCH CPD scheme</p>
Membership of professional bodies and organisations	<p>List the following for your current membership of professional bodies and organisations. Provide documentary evidence showing membership information:</p> <ul style="list-style-type: none">• organisation name• date of joining• status of membership (member, associate etc)• how membership is achieved (evaluation, examination, is membership restricted or open to all?) <p>Where membership has been attained through an evaluation or examination and you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.</p> <p>See RCPCH guidelines at www.rcpch.ac.uk.</p> <p>All evidence in this area must be validated.</p>

Teaching and training

Teaching timetables	<p>Where you have undertaken a number of roles provide details for each post or role, indicate the level of the teaching. Where teaching is not formal (timetabled) indicate how you participate in teaching.</p> <p>Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.</p> <p>All evidence in this area must be validated.</p>
Lectures	<p>Please include evidence showing the audience and topics covered, such as posters advertising event, educational timetable from trust education centre, letter from education centre indicating your involvement in specialty trainee formal education programme.</p> <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none">• the types and complexity of cases you are involved in• triangulation with logbook information• CPD• teaching and training• communication skills. <p>Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.</p> <p>All evidence in this area must be validated.</p>

Feedback or evaluation forms from those taught	<p>Please provide copies of feedback from teaching events you have participated in.</p> <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none"> • the types and complexity of cases you are involved in • triangulation with logbook information • CPD • teaching and training • leadership • relationships with colleagues • communication skills. <p>All evidence in this area must be validated and anonymised for individual patient data.</p>
Letters from colleagues	<p>You can use copies of letters from colleagues to demonstrate similar information to feedback forms (see above).</p> <p>All evidence in this area must be validated and anonymised for individual patient data.</p>
Attendance at teaching or appraisal courses	<p>Please provide documentary evidence that you attended the courses and information on the content of the course including whether they were generic or aimed at medical professionals.</p>

Participation in assessment or appraisal and appointments processes

You may provide the following types of evidence to support this area:

- copies of invitations to appraisals or assessments including attendance at appraisal/assessment courses
- evidence of participation in the Deanery ARCP or RITA processes
- evidence of participation in appointments for trainees (including invitations to participate and interview panel information, including attendance at interview and appointment related courses).

You can use these documents to demonstrate:

- contribution to postgraduate and continuing medical education activity, locally and nationally
- any responsibilities which relate to a special interest
- participation in administration, management duties
- participation in teaching and training
- communication, partnership and teamwork
- relationships with colleagues (including giving feedback)
- leadership.

All evidence in this area **must** be **validated**.

Domain 2 – Safety and quality

Participation in audit, service improvement

Audits undertaken by applicant	<p>You should provide evidence of the five stages of the audit process:</p> <ol style="list-style-type: none">1. Definition of criteria and standards2. Data collection3. Assessment of performance against criteria and standards4. Identification of changes (alterations to practice)5. Re-evaluation <p>Evidence you could supply includes:</p> <ul style="list-style-type: none">• audit reports (collections of data alone are not considered as a full clinical audit)• publications• submissions to ethics committee (not satisfactory alone)• presentations of audit work (see above for details required for presentations)• letter from audit or clinical governance lead confirming participation in audit or governance activities• guidelines produced to reflect lessons learned within audit• notes from self-reflective diaries. <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none">• the types and complexity of cases you are involved in• triangulation with logbook information CPD• communication, partnership and teamwork• relationships with colleagues, patients• leadership
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	<ul style="list-style-type: none"> • multi disciplinary working. <p>All evidence in this area must be validated.</p>
<p>Reflective diaries</p>	<p>For details of what to include please see NHS clinical governance support information</p> <p>For details on the role of meetings and self-reflection please see http://www.rcpch.ac.uk/Education/CPD</p> <p>You can use this document to demonstrate</p> <ul style="list-style-type: none"> • triangulation with logbooks • relationships with colleagues • your recognition of the limits of your professional competence • handling of critical incidents or complaints • how you have changed your practice in the light of experiences (part of audit). <p>As this evidence is self produced for its content to be given weight it must be supported or triangulated by other evidence.</p>
<p>Service Improvement and clinical governance meetings</p>	<p>This area could be demonstrated in a number of ways including:</p> <ul style="list-style-type: none"> • invitations to attend meetings • minutes of meetings demonstrating your attendance and participation in the meeting. <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none"> • communication, partnership and teamwork • relationships with colleagues • leadership • multi disciplinary working • participation in audit or clinical governance. <p>Service improvement and clinical governance meetings should also show active participation in risk management.</p> <p>All evidence in this area must be validated and anonymised for individual patient data.</p>

Safety

Health and safety	Please provide evidence to support awareness and following Health and Safety requirements, evidence of effective skills in ensuring their own responsible approach to personal health, stress and well-being and that of others and evidence of participation in health and safety training, e.g. certificates of attendance at health and safety courses, lectures.
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Domain 3 – Communication, partnership and teamwork

Communication

Colleagues	<p>Letters from patients / feedback which provide evidence of:</p> <ul style="list-style-type: none">• effective skills in written communications for a range of audiences, for children and their families, colleagues and other organisations e.g. reports for non-medical audiences• engaging children in consultations and in the management of their care, e.g. multi-source feedback• responsibility for an analytic and focussed three-way consultation and examination (e.g. correspondence, structured reports, multi-source feedback)• effective skills in conveying and discussing difficult information, including death and bereavement, with young people and their families• effective skills in responding to complaints• Involvement in health promotion activities specific to general paediatrics or a paediatric sub-specialty• following the principles and legal aspects of obtaining and explaining consent and confidentiality. <p>All evidence in this area must be validated.</p>
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Patients	<p>Letters from patients / feedback which provide evidence of:</p> <ul style="list-style-type: none">• effective skills in written communications for a range of audiences, for children and their families, colleagues and other organisations e.g. reports for non-medical audiences• engaging children in consultations and in the management of their care, e.g. multi-source feedback• responsibility for an analytic and focussed three-way consultation and examination (e.g. correspondence, structured reports, multi-source feedback)• effective skills in conveying and discussing difficult information, including death and bereavement, with young people and their families• effective skills in responding to complaints• Involvement in health promotion activities specific to general paediatrics or a paediatric sub-specialty• following the principles and legal aspects of obtaining and explaining consent and confidentiality. <p>All evidence in this area must be validated.</p>
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Partnership and teamwork

Working in multidisciplinary teams

Referrals, references, employment records etc which demonstrate multi-disciplinary working e.g. work with diabetes clinics, multidisciplinary child development centres, allied health professionals, education staff, and social services.

This area could be demonstrated in a number of ways including:

- invitations to attend meetings
- minutes of meetings demonstrating your attendance and participation in the meeting
- job plans which indicate this as a duty
- appraisals which include this information.

You can use these documents to demonstrate:

- communication, partnership and teamwork
- relationships with colleagues
- leadership
- multi disciplinary working.

All evidence in this area **must** be **validated** and **anonymised** for individual patient data.

Management and leadership experience

Applicants **must** provide evidence of leading ward rounds, leading audits and implementing the results, and providing feedback to colleagues on the audit outcomes and proposals. This could include minutes of meetings outlining your role, job descriptions, statements from colleagues.

This area could be demonstrated in a number of ways including:

- invitations to attend meetings
- minutes of meetings demonstrating your attendance and participation in the meeting
- job plans which indicate this as a duty
- appraisals which include this information.

You can use these documents to demonstrate:

- communication, partnership and teamwork
- relationships with colleagues
- leadership
- management skills.

All evidence in this area **must** be **validated** and **anonymised** for individual patient data.

Chairing meetings and leading projects

This area could be demonstrated in a number of ways including:

- invitations to attend meetings
- minutes of meetings demonstrating your attendance and participation in the meeting
- job plans which indicate this as a duty
- appraisals which include this information
- project reports
- letters from colleagues
- publications or presentations.

You can use these documents to demonstrate:

- communication, partnership and teamwork
- relationships with colleagues
- leadership
- multi disciplinary working
- participation in directorate and management meetings
- CPD.

Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.

All evidence in this area **must** be **validated** and **anonymised** for individual patient data.

Domain 4 – Maintaining trust

Acting with honesty and integrity

Honesty and integrity	You can demonstrate this with: <ul style="list-style-type: none">• the declarations on your application form• statements from your referees• appraisal forms• having no restrictions on your registration (UK based doctors)• Certificate of Good Standing (overseas based doctors).
Equality and human rights (including disability, human rights, race, religion and ethnicity awareness and equal opportunities)	You can demonstrate this with: <ul style="list-style-type: none">• evidence of attendance at relevant courses (please provide details of course content)• feedback from patients and colleagues• statements from your referees• testimonials.
Data protection	You can demonstrate this with: <ul style="list-style-type: none">• attendance at relevant courses (please provide details of course content)• feedback from patients and colleagues• your application and evidence being appropriately anonymised.

Relationships with patients

Testimonials and letters from colleagues	You may include "To whom it may concern letters". All evidence in this area must be anonymised for individual patient data.
Thank you letters, cards from colleagues and patients	Please ensure that these are anonymised (for individual patient data).
Complaints and responses to complaints	This is to demonstrate how you handle complaints. Having a complaint made against you will not adversely influence your application. You may include complaints received against the department within which you worked or one against a colleague where you have been involved in the resolution. You may provide a reflective diary of how you would handle a hypothetical complaint. All evidence in this area must be anonymised for individual patient data.

Additional guidance on applications in paediatrics is on the web at <http://www.rcpch.ac.uk/Training/CESR> and the College can be contacted at cesr@rcpch.ac.uk.